



Southwestern Oklahoma State University
SWOSU Digital Commons

Oklahoma Research Day Abstracts

2016 Oklahoma Research Day

Jan 6th, 12:00 AM

06. Management

Northeastern State University

Follow this and additional works at: <https://dc.swosu.edu/ordabstracts>



Part of the [Adult and Continuing Education Commons](#), [Business Commons](#), and the [Higher Education Commons](#)

Northeastern State University, "06. Management" (2016). *Oklahoma Research Day Abstracts*. 6.
<https://dc.swosu.edu/ordabstracts/2016oklahomaresearchday/businessadministration/6>

This Event is brought to you for free and open access by the Oklahoma Research Day at SWOSU Digital Commons. It has been accepted for inclusion in Oklahoma Research Day Abstracts by an authorized administrator of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact phillip.fitzsimmons@swosu.edu.

Abstracts from the 2016 Oklahoma Research Day

Held at Northeastern State University

01. Business Administration

06. Management

01.06.01 Dialectic Presence in the Digital Divide among African American Females

Sims, Jeanetta *University of Central Oklahoma*

Sims, Atoya *University of Central Oklahoma*

Dialectical tensions capture perceptions of push and pull in relationships (e.g., happy/sad, good/bad). Using a relational dialectics approach, this project explores the technology gap among African American females. Twenty interviews will be conducted to understand the dialectics in technology use, access, and skills among minority women. Determining these tensions from the viewpoint of African American women extends the literature on relational dialectics theory and provides an understanding of the digital divide among African American females.

01.06.02 Promoting Higher Education among Business Disciplines for Women

Clinton, M. Suzanne *University of Central Oklahoma*

Baskin, Meagan *University of Central Oklahoma*

McKee, Dr. Victoria *University of Central Oklahoma*

Merritt, Kimberly *Oklahoma Christian University*

Although the numbers of males and females that achieve undergraduate and masters degrees are approximately equal at the undergraduate and masters level, males achieve business doctorates at a rate 1.36 times that of their female counterparts. The focus of the research included how to: encourage undergraduate females to seek higher education, actively recruit women into higher education, and how we, as educators, can promote and encourage women to achieve higher education degrees. Faculty can encourage undergraduates to seek higher education by identifying the high-achievers in our classes, mentoring them, giving input into possible schools to apply to, providing guidance for admissions exams, working with them on admissions packets, and providing letters of recommendation. Active recruitment of women into higher education could include sharing with women the benefits of working in higher education, providing realistic job previews of the work world that is higher education, welcoming them to attend discipline-specific conferences, and inviting them to co-author conference presentations and papers. As educators, we can promote and encourage women to achieve higher education degrees by supporting one another throughout the challenging journeys of our educational achievement.

01.06.03 High-Impact Transformative Learning Techniques: Learning by Working

McKee,Dr. Victoria *University of Central Oklahoma*

Baskin,Meagan *University of Central Oklahoma*

Clinton,M. Suzanne *University of Central Oklahoma*

Many emphasize the importance of service or transformative learning in education, and several address its incorporation outside the classroom. However, few have offered specific manageable, useful guidance on its incorporation into the curriculum within the classroom. The authors will attempt to provide guidance on how to achieve transformational learning in the classroom by defining service learning, providing examples of service learning in the classroom, discuss the challenges of implementing service learning, and immediate feedback techniques used in the class room.

01.06.04 Retention and Research, Creative, & Scholarly Activities Grant Program

Greene,Nautica *University of Central Oklahoma*

Clinton,M. Suzanne *University of Central Oklahoma*

Rassouli-Currier,Susanne *University of Central Oklahoma*

Once a semester or academic year is finished, some college students contemplate whether or not they will return to college. The students who decide not to attend college next year have significant reasons for separating themselves. Our research aims to improve retention in general, and to improve retention specifically at the University of Central Oklahoma. Through journal research, the authors have found various activities that can help improve retention: e.g. social support for minorities who don't feel welcomed; out-of-class (OCC) to help students keep relation with professor; Supplemental Instruction (SI) which helps students with note taking, graphic organization, test preparation, and etc. The authors' next steps are to attempt to identify specific reasons UCO separate themselves from the university by asking UCO students directly. Primary research questions will include the following: 1. If you decided to leave UCO and attend a different college what would be the closest reason for transferring? (choice of major, distance from home, cost, pursuing advanced degree, etc.). 2. If you decided to leave college in general, what would be your reason for leaving? (finance, family issues, stress, health problems, etc.). 3. What improvements should UCO do to keep future students from leaving? (improvements in: advisement, professors, parking, housing costs, scholarships, etc.).

01.06.05 Research, Creative, & Scholarly Activities Grant Program: Improving Retention, Research Skills, Academic Conferences and Mentorship

Greene,Nautica *University of Central Oklahoma*

Clinton,M. Suzanne *University of Central Oklahoma*

Research, Creative, & Scholarly Activities Grant Program, or RCSA, is a project that deals with a student(s) and professor(s) doing research to address mutual issues of importance. My grant is housed in the College of Business and the Department of Management. However, since my mentor is the Assistant Dean for Recruitment and Retention within the College of Business, we chose to study factors that positively influence business student retention. Retention is the ability to keep something, and we are attempting to identify ways to keep students in the College of Business. Co-authoring RCSA grants is one of the methods we can use to improve retention. Being an RCSA protégé prepares me for future research and internships within my majors. Due to my RCSA grant, I can grow as a research assistant and develop a connection with my mentor(s) and professor(s) which can lead to better opportunities for me. The connection I have with my mentor is strong. She tells me about different events, conferences, scholarships, etc.. I have attended Transformative Learning Conferences, Regional Universities' Research Day Conferences, and presented at the Collegium on College Teaching and Practice. Also, I have developed new skills from being a research assistant. Further, my research will assist in retaining current and future College of Business Students.

01.06.06 Strategic Choice vs. Environmental adaptation

Manral,Lalit *University of Central Oklahoma*

Our paper provides theoretical arguments as well empirical evidence to reconcile the two contradictory explanations of the relationship between firms' intra-industry exit and the evolution of their geographic scope: (a) intentional exit and ex ante scope, and (b) inadvertent exit and ex post scope. Our theoretical explanation originates at the intersection of two streams within the interdisciplinary literature on industry evolution – industry dynamics and sub-market dynamics. We conceptualize the industry dynamics in terms of increasing demand and increase in the number of geographic sub-markets available for entry. We conceptualize sub-market dynamics in terms of demand-side heterogeneity of the independent geographic sub-markets.